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ABSTRACT

This study consists of a review of the literature, a discussion of some of the vital questions concerning the year-round school, and a bibliography. Discussed are (1) quarter schedules of various types and their applications to school calendars, (2) transitions to quarter schedules from conventional schedules, (3) teacher and staff assignments, (4) building capacities, and (5) curriculum and scheduling. These issues are presented and discussed, and various methods of solving problems are provided as a guide for those districts planning to conduct studies of the year-round school, necessarily within the context of their own philosophies and needs. (Author)

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THE YEAR-ROUND SCHOOL

by

Herman Torge

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A Thesis

Submitted to the Faculty of Miami University

In Partial Fulfillment of the Requirements

for the degree of Master of Arts

by

Herman Torge

Miami University

Oxford, Ohio

1968

Approved

Advisor _____

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CHAPTER I

INTRODUCTION

This project on the Year-Round School was developed through the Southwestern Ohio Educational Research Council (SWOERC). The Council is operating in its second year under a federal grant. The objectives of the Council are to train personnel to become knowledgeable in the field of educational research and to conduct research in the school districts of Southwestern Ohio. Trainees in the SWOERC program, as a part of their development, undertake research projects of their own choosing or of those suggested by the schools in the area. The Year-Round School is a project suggested by one of the member schools.

The study of the Year-Round School began during the 1966-67 school year. Although two of the member schools expressed a keen interest in a reorganization of the school year under a different format to see what advantages would accrue as a result of such a reorganization, both schools were not interested in Year-Round Schools as a method of saving money, per se, but had hopes of finding a method for receiving more return on dollars expended for the entire educational program.

The Year-Round School project was begun during the 1966-67 school year and resulted in the finishing of the first step,

the monograph More Time to Learn.[1] At the outset of that study, it immediately became apparent that the scope of the project was too great for one person to cover in one year. More Time to Learn limited itself to a study of summer programs, especially those found in the area of Southwestern Ohio. Some reference was made to Year-Round Schools, but the topic was not developed and was used only as background material.

Since both schools showing an interest in Year-Round Schools had already developed extensive summer programs, the project was continued for further study. This paper is the result. Again this year, as last, it became apparent at the outset that more time and personnel would be needed than was available in one year.

Most of the work on the study involved two areas: 1. the development of a rather extensive bibliography that could be used for further research, and the gathering of materials that could be used for further study. These materials include books, resumes of periodicals, and other studies conducted over the past years by schools interested in the Year-Round Schools. 2. The study itself--here each chapter concerns itself with a particular phase of the Year-Round School that would need to be considered by any school district initiating discussions on this type of educational

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1 Rose Daitsman, More Time to Learn (Middletown, Ohio: Southwestern Ohio Educational Research Council, 1967) (Mimeographed) (Bibliography)

program. Although possible solutions are presented, no attempt has been made to present the one right answer. These have been presented as guidelines in an attempt to show where school districts would need to initiate discussions and research of their own. Each of these should be used as a beginning point for further study by individual districts so that policies could be formulated which would represent the desires of the individual schools. These would involve all members of the educational community; teachers, administrators, board members parents, business men, and others. It will only be through total involvement of all members of the educational community that a project such as the Year-Round School could be brought to fruition.

CHAPTER II

RATIONALE FOR THE STUDY

A. THE PROBLEM

When examining the school scene in society today, one is confronted over and over again with the large scale growth in almost every respect. This increase has been the root of many of the problems that are prevalent in the schools. Each increase in one area has its corresponding field which finds it difficult to meet the requirements put upon it by the need for additional expansion. For example:

1. The rapid increase of knowledge which is now doubling at an ever increasing rate is causing the complex problem of structuring curriculum to fit the needs for this expansion. What shall we teach and how much; when do we find the time to do all of this? The expanding accumulation of knowledge has made it necessary for more years of formal education to be completed by more and more individuals before they can become productive members of society under the present system of chronological education.

2. The increasing tempo of population growth with its accompanying growth in the school population is taxing the facilities of most educational institutions, especially in the suburban areas, where it is becoming more and more difficult to keep up with the problem of housing and facilities.

3. The recognition of individual differences in learning rates shows an increasing tendency to think of the school year in respect to something more than a logical progression of so many steps up a ladder irrevocably tied to the age of the average child.

4. Most directly affected by all of these and other problems of expansion and increase is perhaps the greatest problem of all--finance. Increases in all areas of education have brought with it the corresponding increase in the tax burden of the local community. The rise in the cost of normal family subsistence and the expansion of federal and state programs of taxation have caused a somewhat negative reaction at the local level for tax support. "The search for additional money becomes more frenzied. Local government is facing a dim future with more and more demands for increasing educational facilities."[1]

B. PROBLEM FOCUS

When one begins to analyze the problems confronting education today in the areas of increased knowledge--more children and higher taxes--certain conflicting situations become readily apparent.

Many a business man (who pays a substantial part of the school bill) would solve the problem at least in part by suggesting that school buildings be utilized for a fuller portion of the year. In his eyes it is a poor use of capital to leave a plant idle for almost a fourth of the year. To him, sound investment policies dictate the full use of facilities. An increase in production would net a better return on the dollar.

Historically, the school program was tied to our agrarian economy. Thus it was; when young people were needed to do the farm work, schools were closed. Furthermore, the austere construction of school buildings made for little loss by leaving

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1 Troy R. Westmeyer, "Financing Education Becomes More Difficult," News in Review, January, 1965. Pp. 45 6.

them idle for some months of the year. At the present, when our economy is almost 93% industrial and geared to almost steady year-round employment, the school is still tied to the old agrarian system. The idling of multi-million dollar facilities for long periods of time is a poor investment procedure.

From a sociological point of view, the expansion of the school year to the full calendar year is desirable. "Earlier graduation is desirable so that the maturity of adult living can set in earlier. The traditional three months vacation is archaic."[2] Research at the secondary and the college level supports this. Younger graduates have higher honors, are more successful in adult life, and even do better physically. There is more need for careful counseling at the high school level and a change in teacher and administrative attitudes.[3] Acceleration is closely tied to the increasing necessity for additional training, either academic or vocational, beyond the secondary level.

Patrons of the local school district are faced with a problem paradoxical in nature. While not wanting to deny the best education possible for the younger generation, they are

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2 G. Turbeville, "A Sociologist Looks at the Twelve-Month School Year," Peabody Journal of Education, 42:182-6, November, 1964.

3 Dan C. Shannon, "What Research Says About Acceleration," Phi Delta Kappan, 30:70-2, November, 1967.

becoming increasingly more adamant in their feelings about higher taxation. The possibility of increased use of existing facilities would be looked upon with favor by many. It is not so much the saving of money as it might be a matter of getting more for what is being spent.

Most school administrators, meanwhile, manage to straddle the fence. While supporting the longer school year on one hand[4] they are unwilling, because of the difficulties involved, to try to do much about it.[5]

Logically, it would follow that a possible solution to some of these problems would be the simple extension of the school year to a full calendar year, allowing only a normal amount of vacation time of about two to four weeks. This would accomplish the full use of the buildings. Conceivably the entire school population would have more time for school and would also be able to finish in a lesser number of years. Yet, this sort of pattern is not for all, nor even the majority. If the program were structured in such a way so that only those who were capable would go for a longer period of time and eventually be finished earlier, it would somewhat reduce the total

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4 Gordon Louis Quick, The Advantages of the Extended School Year (unpublished doctoral dissertation) (University of Nebraska Teacher's College), 1966.

5 School Administrators Pool. "All-Year Schools Can Wait," Nation's Schools, 73:84, March 1964.

school load. A solution of this type would depend entirely upon the philosophy of education incorporated within the individual school system.

C. OBJECTIVES

A more complete solution would be a complete study of the school calendar which would have the following objectives:

1. The year-round utilization of the entire school facility. (One of the major recommendations of the 'Little Hoover' Report: State of Ohio, in this area is that experiments in the year-round school should be conducted in Ohio; that any school district desiring to conduct its educational program at lower costs and willing to make the necessary adjustments for the program to succeed should receive the cooperation of the State Department of Education in setting up the program.)[6]

2. The employment of the staff for the calendar year with only the normal amount of vacation time given.

3. The reduction of the school population during any given time by staggering the vacation schedules of the students, thereby making possible the housing of more pupils with existing facilities.

4. The possible reduction of staff because of the fewer number of students in attendance at any one time.

5. A system of scheduling that would make acceleration possible by merely skipping a vacation period or advancing a small portion of the school year rather than trying to go ahead by completing a year's work in a course during the six weeks of a summer term.

6. Schedule provisions which would make possible for those who are falling behind in their work, the repetition of

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6 "'Little Hoover' Report Urges School Reorganization," Ohio Schools, 45:33-5, December 1967.

a portion of the school year rather than be asked to repeat the entire year.

7. Provision for broadening the child's education by making it possible for him to attend voluntary sessions during his vacation period, and have those things which are now normally a part of the summer program.

It is the purpose of this study to investigate the organization of the school year in the light of the foregoing objectives. An approach to a reorganization of the school year with the above in mind might make it possible to arrive at a solution which would provide attainment of the objectives. One such approach might be the reorganization of the school calendar and the school year under the quarter system of scheduling to meet the following criteria:

1. Flexible vacation schedules for students and staff.
2. Consideration of state minimums for the number of days in attendance for any three of the four quarters.
3. Opportunities for advanced training of teachers by correlating school calendars with those of institutions of higher education.
4. Orderly transition from present schedules to the new with a minimum amount of lost or vacation time.
5. Adjustment of the present structure of the curriculum to fit the new system.
6. Adjustment of present staff assignments to the new system.
7. Allowance within the new schedule for acceleration, make-up work, and enrichment through extra work.

By investigating the quarter calendar and constructing possible types that could be used and then applying the knowledge to a particular school district, the outcomes would relate to the criteria set forth.

D. RELATED KNOWLEDGE AND PRACTICE

Plans for all-year schools date back over 100 years when Buffalo tried it as early as 1840. In 1904, it was tried in Bluffton, Indiana, but abandoned after a few years.[7]

Newark, New Jersey added two months to a ten-month term for about twenty years. The purpose was to furnish a wholesome atmosphere for under-privileged children. Attendance was not compulsory nor was advanced work attempted.[8] In Nashville, Tennessee the summer quarter was instituted primarily to make up failures or to gain advanced standing.[9] Both were abandoned in 1931. Summer attendance was low because it was voluntary.

The most widely discussed school systems employing the quarter were those of Alquippa and Ambridge, Pennsylvania. The primary reasons for using the quarter system in these schools were to alleviate crowded conditions brought about by the inability to raise money for new buildings. They were operated on three quarters attendance out of a possible four, with students arbitrarily assigned and teachers employed for the whole year. The

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7 W. A. Wirt, "A School Year of Twelve Months," Education, 27:619-22, June 1907.

8 Wilson Faraud and M. V. O'Shea, "Report of the Newark Schools," School and Society, 23:462-9, April 10, 1926.

9 Public Schools of Nashville, Tennessee: A Survey Report, George Peabody College for Teachers, 1931.

administration at the time was satisfied with the results.[10] [11] [12] The results were: less crowded conditions immediately, good attendance, especially in the summer months, savings in school operation costs, and continued comparable pupil achievement. However, some questions could be raised as to the application of that operation to the school system of the present day. There was little or no allowance made for acceleration. Savings on teacher's salaries as they were realized at that time would not be possible today, for the salaries were adjusted at a lower rate for the longer school year. Students were arbitrarily assigned to quarters and remained there unless they specifically requested a change. The smaller curriculum at that time made adjustment much easier than it would under today's expanded offerings. The plan was discarded after six years with a change in administration.

Actual research in the area of quarter schedules as actually applied to schools is almost non-existent and is almost exclusively confined to the last two named schools. A number of schools have studied the quarter system as it applied to their own system and have issued reports, but none have ever been put into practice.

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10 H. S. Irons, "Utilizing Buildings and Instructional Materials Twelve Months Annually," American School Board Journal, 88:17-9, March, 1934.

11 H. R. Vanderslice, "Five Year's Experience With the All-Year School," Elementary School Journal, 30:576-85, April, 1930.

12 _____. "The All-Year School in Alquippa, Pennsylvania," Elementary School Journal, 34:256-68, December, 1953.

The Los Angeles City Schools reported on a study in 1954 on the All-Year School in its area. It was begun under Superintendent Alex J. Stoddard. The report was summarized by Superintendent Claude L. Reeves, Dr. Stoddard's successor. "I am convinced that the advantages of organizing the school year on a year-round basis are more than offset by the disadvantages."[13] The Los Angeles Board of Education did not adopt the plan even though a substantial portion of the school children were at that time on half day sessions. The most serios objections were: social adjustment of the community, the dubious financial savings, and the complexity of curriculum changes necessary.

A thorough study of the same type of schedule reorganization was completed for the Cincinnati Board of Education in 1958. The results were mixed. "Some savings would be possible in capital outlay, but would need to be evaluated in relation to the effects on the educational program." Difficulties foreseen in the areas of class size, curriculum offerings over three terms as well as the human factors were summarized: "The effects upon and reaction of parents, pupils, and teachers to the quarter plan cannot be determined in advance; only experience will provide the answer. Articles written about school systems

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13 The All-Year School: A report by the Los Angeles Committee to Study the All-Year School, Los Angeles Board of Education, July 1954. (Mimeographed)

which have used the quarter plan indicate that there was no consistent pattern of reaction from one community to another."[14]

Other less detailed plans have been completed in all sections of the country. Most have been conducted along financial guidelines as a basic way of saving money. All were presented to their respective boards who in turn tabled them.[15]

Two more recent publications are worthy of note. The State of New York, Department of Education, conducted a study of new plans for rescheduling the school year.[16] This report advanced new types of schedules for an extended school year. Students are tracked to complete a certain number of years of school in somewhat less time by attending a longer amount of time each year. The whole school year is lengthened and then those accelerating would take a longer number of days in the year and go into next year's work. Major advantages listed are: 1. economies due to a reduction of the total enrollment caused by acceleration; 2. fuller utilization of existing facilities; 3. the philosophy of acceleration is based upon the fact that the majority of public school graduates do receive further education;

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14 The Four-Quarter School Year: A Status Report with Pertinent Applications to Cincinnati, Cincinnati Public Schools, Department of Research, August, 1958. (Mimeographed)

15 Sequoia District Citizens Report, The Four-Quarter Plan and other Methods of School Utilization, Redwood, California, 1960. (Mimeographed); Tuscon City School District, Year-Round School: A Report of the Year-Round School Committee, Tuscon, Arizona, 1960. (Mimeographed); Canton Local Board of Education, Project Quality, Canton, Ohio, 1963. (Mimeographed)

16 State Department of Education, Extended School Year Design, Albany, New York, 1966.

4. the gap between teacher supply and demand is decreased with fewer nondegreed teachers employed. The economy based on lower enrollments which are in turn based on large scale acceleration is somewhat dubious. Acceleration is possible and desirable, but it has not yet been determined on what scale. This would be offset somewhat by those who would be asked to do some work over again. This program is being piloted into several schools in the state of New York. Evaluation will be several years forthcoming.

An economic analysis of the quarter calendar was done in 1966 by the Business Department of the University of Toledo.[17] While surveying the economic advantages of the year-round use of schools as well as pointing out the social necessity of thinking in terms of all year schools, its recommendations fall short in two respects. The quarter calendars proposed, while having merit, do not have in them the number of days required by Ohio law, unless days for school are utilized that have not been used before (Saturdays, days between Christmas and New Year's Day, and others). Also, the rotation that is recommended has in it short vacation periods with a longer vacation period of almost seven months every two years. This might prove educationally unsound.

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17 W. Scott Bauman, The Flexible System: An Economic Analysis of the Advantages of the Quarterly Calendar in the Public Schools, Business Research Center, University of Toledo, Ohio, 1966.

All studies have some merit and some ideas that could prove to be fruitful for the development of the next study. Most studies are unique to the community which instigated them. By using the information from these studies and developing other ideas, then directing them to possible use in a school system, one could perhaps arrive at answers that would be of some significance.

CHAPTER III

QUARTER SCHEDULES AND SCHOOL CALENDARS

If it is believed that there is to be advantage gained by making the school system an operation that is in full production the entire year, it must first be decided whether this can be done. It must be assumed that the normal school load for the average student is to be nine months which must be tied to a twelve-months operation. Then also it must be checked to see the feasibility of such a program as it applies to the regular calendar year.

A. QUARTER SCHEDULES

The quarter system of arranging the school calendar is not new, nor is it unique. Better known by the name of "quarter terms", it has been widely used in higher education for many years. Instead of the conventional two semesters, the school year is broken into three equal parts called quarters, giving three quarters for the length of the normal school year and the fourth quarter being used as the optional summer session. Thus, a student in higher education pursuing a normal course of study would attend three quarters yearly and have the fourth quarter (the summer) as a vacation period.

Although equally applicable to the public schools at both elementary and secondary levels, the division of the school year

into three instead of two parts has not been widely used in public schools. The division of the school year into three equal parts has a number of advantages. The foremost is the advantage of the shorter length of time between the beginning of the term and the final examination, and the virtual elimination of midterm grades (although they could continue to be used, especially for progress reports of students doing unsatisfactory work). Another advantage is that the rest of the school year, (present summer months) if used in its entirety, could be given an equal quarter weight and students attending that term could actually be gaining full credit and carrying a full course load.

This latter exposition is the basis upon which the quarter schedules in this study are built. Since the school year is divided into four equal parts, the student could theoretically complete a full year by attending any three of the four quarters. In actual practice, the structure is somewhat more formalized in that a student attends a certain flow through the schedule unless extenuating circumstances require that he change. These exceptions are discussed in a later chapter.

The plans for quarter schedules presented here are basically the same and are built on the premise that three quarters make up a full school year. They are different in that each attempt to overcome some disadvantage that is inherent

in one of the other plans. However, it should be pointed out that the remedy quite often brings out another flaw.

The Normal Quarter Schedule. This plan is illustrated in Table 3.1 and is called the "Regular Quarter Schedule" in that it is the one generally referred to when speaking of quarter schedules. The quarters so designated by numbers generally will fall into the (1) fall quarter, (2) winter quarter, (3) spring quarter, and (4) summer quarter. The "cycle" is the flow of the student through the quarters of the years of schooling including his time in school and his time on vacation.

A student who is assigned to Cycle I would attend school during quarters 1, 2, and 3 (fall, winter and spring), and have his vacation during quarter 4 (summer). Then the following year the same flow is continued. A student in Cycle III attends school during quarters 3, 4, and 1, and vacations during quarter 2. All students in all cycles attend the same quarters assigned to his particular cycle each year, and his vacation cycle comes at the same time each year. As can be seen by the table, one fourth of the students are on vacation at any given time of the year.

This schedule follows the traditional pattern of nine months of school followed by three months of vacation. One of the major disadvantages of this schedule is pointed out by

TABLE 3.1

NORMAL QUARTER SCHEDULE

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
Year A	1	X *			
	2	X	X		
	3	X	X	X	
	4	V	X	X	X
Year B	1	X	V	X	X
	2	X	X	V	X
	3	X	X	X	V
	4	V	X	X	X
Year C	1	X	V	X	X
	2	X	X	V	X
	3	X	X	X	V
	4	V	X	X	X

*Bracket encloses one academic year.

X - In school three months.

V - On vacation three months.

Source: Author

parents--that any particular cycle has the same vacation time each year. Whereas Cycle I has the summer as its vacation period, Cycle II has the vacation during the winter months. Although many industrial and commercial organizations operate on a year-round vacation schedule for its employees, the rigidity of the plan of Table 3.1 has a definite disadvantage in that students assigned to any cycle always have the same vacation time year after year. Some of the vacation months are perhaps less desirable than others.

The Quarter Schedule with Rotating Vacations. In order to overcome the disadvantage brought about by a rigid adherence to the vacation schedule of Table 3.1, a plan of vacation rotation was attempted so that all cycles would be able to have time off school during various quarters from year to year.

Table 3.2 shows vacations rotated so that each cycle over a four-year period has each quarter as a vacation period once.

It is generally thought that the time of spring and summer is more desirable for vacation periods than the time of fall and winter.

In Table 3.3 and Table 3.4 the vacations within the cycles are alternated so that in any cycle the succession of vacation times alternates between a desirable time (spring or summer) and a less desirable time (fall and winter). This alternating

TABLE 3.2

THE QUARTER SCHEDULE
WITH ROTATING VACATIONS: FOUR YEAR CYCLE

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
Year A	1	X *	X	X	V
	2	V	X	X	X
	3	X	V	X	X
	4	X	X	V	X
Year B	1	V	X	X	X
	2	X	V	X	X
	3	X	X	V	X
	4	X	X	X	V
Year C	1	X	V	X	X
	2	X	X	V	X
	3	X	X	X	V
	4	V	X	X	X
Year D	1	X	X	V	X
	2	X	X	X	V
	3	V	X	X	X
	4	X	V	X	X

Begin schedule again.

*Bracket encloses one academic year.
X - In school three months.
V - On vacation three months.

Source: Author

TABLE 3.2 (continued)

NUMBER OF QUARTERS BETWEEN VACATIONS

Cycle I	Cycle II	Cycle III	Cycle IV
2	2	2	6
6	6	6	6
2	2	2	2
2	6	6	2

VACATION SCHEDULE

	Cycle I	Cycle II	Cycle III	Cycle IV
1st yr	qtr 2	qtr 3	qtr 4	qtr 1
2nd yr	1	2	3	4
3rd yr	4	1	2	3
4th yr	3	4	1	2

Source: Author

TABLE 3.3

THE QUARTER SCHEDULE WITH ROTATING VACATIONS:
FOUR YEAR CYCLE ALTERNATING COLD WEATHER
AND WARM WEATHER VACATIONS

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
Year A	1	V	X	X	X
	2	X *	V	X	X
	3	X	X	X	V
	4	X	X	V	X
Year B	1	X	X	X	V
	2	V	X	X	X
	3	X	X	V	X
	4	X	V	X	X
Year C	1	X	X	V	X
	2	X	X	X	V
	3	X	V	X	X
	4	V	X	X	X
Year D	1	X	V	X	X
	2	X	X	V	X
	3	V	X	X	X
	4	X	X	X	V

Begin Schedule Again.

*Bracket encloses one academic year.
X - In school three months.
V - On vacation three months.

Source: Author.

TABLE 3.3 (Continued)

NUMBER OF QUARTERS BETWEEN VACATIONS

Cycle I	Cycle II	Cycle III	Cycle IV
4	5	2	1
5	2	1	4
2	1	4	5
1	4	5	2

VACATION SCHEDULE

Cycle	1st yr	2nd yr	3rd yr	4th yr
I	qtr 1	qtr 2	qtr 4	qtr 3
II	2	4	3	1
III	4	3	1	2
IV	3	1	2	4

Warm weather vacation = 1st qtr - summer
4th qtr - spring

Cold weather vacation = 2nd qtr - fall
3rd qtr - winter

Source: Author

TABLE 3.4

THE QUARTER SCHEDULE WITH ROTATING VACATIONS:
SIX YEAR CYCLE ALTERNATING COLD WEATHER
AND WARM WEATHER VACATIONS

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
Year A	1	X *	X	V	X
	2	X	V	X	X
	3	X	X	X	V
	4	V	X	X	X
Year B	1	X	V	X	X
	2	X	X	V	X
	3	V	X	X	X
	4	X	X	X	V
Year C	1	V	X	X	X
	2	X	X	X	V
	3	X	X	X	X
	4	X	X	V	X
Year D	1	X	X	X	V
	2	X	X	V	X
	3	V	X	X	X
	4	X	V	X	X
Year E	1	X	X	V	X
	2	X	X	X	V
	3	X	V	X	X
	4	V	X	X	X

*Bracket encloses one academic year.
X - In school three months.
V - On vacation three months.

Source: Author

TABLE 3.4 (Continued)

THE QUARTER SCHEDULE WITH ROTATING VACATIONS:
SIX YEAR CYCLE ALTERNATING COLD WEATHER
AND WARM WEATHER VACATIONS

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
Year F	1	X	V	X	X
	2	V	X	X	X
	3	X	X	V	X
	4	X	X	X	V

Begin Schedule Again.

NUMBER OF QUARTERS BETWEEN VACATIONS

Cycle I	Cycle II	Cycle III	Cycle IV
2	2	4	2
1	1	5	4
5	4	1	1
4	2	2	2
1	1	5	4
5	4	1	5

VACATION SCHEDULE

Cycle	1st yr	2nd yr	3rd yr	4th yr	5th yr	6th yr
I	qtr 4	qtr 3	qtr 1	qtr 3	qtr 4	qtr 2
II	2	1	3	4	3	1
III	1	2	4	2	1	3
IV	3	4	2	1	2	4

Source: Author

does give the family opportunity to vary vacations somewhat from year to year.

There are two distinct disadvantages inherent to all three of these variations to the quarter schedules. In order to variate the vacations from year to year it is necessary to break into the continuity of the yearly program at various times. Table 3.3 and Table 3.4 are best in this respect since the year is only interrupted every other year on a regular basis.

The other disadvantage is the length of time between vacations. In all three schedules this varies from one term (3 months) to six terms (18 months). The longest time between vacations is in the schedule of Table 3.2 (6 terms). The others have as the longest time--5 terms (15 months).

Whether these factors would work to the detriment of the student would need to be evaluated against a control group. It would seem that such an irregular schedule of attendance could be detrimental to student achievement and parental approval, but it remains for a valid testing and evaluation program to verify it.

Some of the apparent disadvantages of the long period of time in school attendance could be somewhat overcome by making room for a complete school shutdown for two to three weeks at the end of quarter 4. The number of required days of attendance outlined by the laws of each state could determine this. Another way to alleviate this would be to intersperse one week vacations

between quarters for all students. Again, state minimum requirements would be a determining factor.

The Flexible Quarter Schedule. The "Flexible Quarter Schedule" as outlined in Table 3.5 is the result of a study completed at the University of Toledo, Ohio, by W. Scott Baumann.[1] In this schedule all cycles are deliberately arranged to have a continuous attendance at school for six terms--in reality two full academic school years--followed by a vacation of two terms (6 months). Also there would be a complete school shutdown of two to four weeks between quarters 4 and 1.

There are several aspects of this plan worth noting. (1) It does entail lengthy periods of school attendance (six quarters) without a regular vacation. (2) There is a short recess between quarters 4 and 1. (3) The academic year is unbroken. The placement of vacation time into a double term makes the period covered very long (six months) and even longer if the summer recess is incorporated. Opposed to this is an important community factor. Again the advantages and disadvantages of this program would need to be evaluated should this program be adopted by some school district.

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1 W. Scott Baumann, Flexible Quarter Schedules, (Toledo, Ohio: University of Toledo Business School, 1966.)

TABLE 3.5

THE FLEXIBLE QUARTER SCHEDULE

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
	4	X *			
	1	X	X		
Year A	2	X	X	X	
	3	V	X	X	X
	4	V	X	X	X
	1	X	X	V	X
Year B	2	X	X	V	X
	3	X	V	X	X
	4	X	V	X	X
	1	X	X	X	V
Year C	2	X	X	X	V
	3	V	X	X	X
	4	V	X	X	X
	1	X	X	V	X
Etc.	2	X	X	V	X
	3	X	V	X	X

*Bracket encloses one academic year.
X - In school three months.
V - On vacation three months.

Source: Ibid.

The Twelve-Four Plan. This plan of quarter scheduling was proposed in two places. In a report by the Citizens Committee on Four Quarters Plan of Redwood, California, it was advocated by two members of the committee.[2] The title, "Twelve-Four Plan" is found in a later report by the Board of Education of Montgomery County, Rockville, Maryland.[3]

This plan is presented in Table 3.6. Each cycle moves through the school year accumulating a total of nine months school and three months vacation. Opposed to the traditional method school attendance, this plan calls for one quarter of school attendance, (3 months) followed by one month of vacation.

This plan has the advantage of giving students vacations throughout the year during both colder and warmer months. Although interrupted three times yearly by vacations, the time off school is not so lengthy as to require a great deal of review to continue the learning process. The one month vacation is not a great deal longer than the approximate two weeks now given at Christmas.

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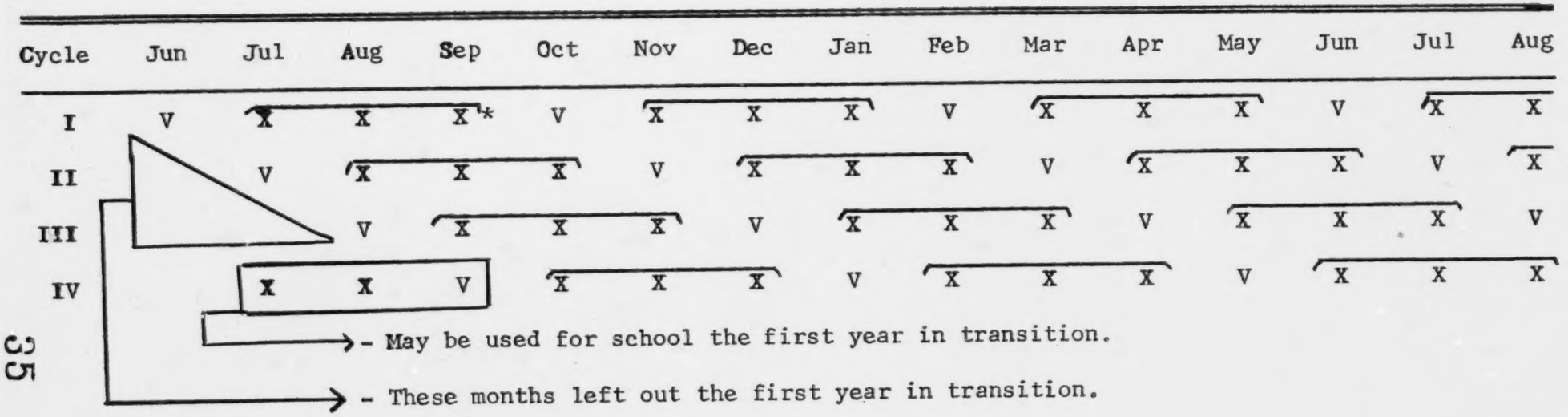
2 Anne Burnes and Carlisle Chaney, Four Quarter Plans, Citizens Committee Report (Redwood, California: Redwood Board of Education, 1960). (Mimeographed)

3 "Twelve Four Plan", (Rockville, Maryland: Montgomery County Board of Education, 1961). (Mimeographed)

TABLE 3.6

THE TWELVE-FOUR PLAN



Each cycle: Three one-month vacations per year.
Nine Months school attendance.
Vacations during all seasons of the year.

*Bracket encloses one quarter term.

X - In school.

V - On vacation.

Source: Anne Burnes and Carlisle Cheney. Four Quarter Plans, Citizens Committee Report, Redwood Board of Education, Redwood, California 1960. (Mimeographed)

Mary Liebman. Woman's Day, October 1959.

A Two-Semester Schedule. The plan in Table 3.7 is presented to illustrate that different organization of the school calendar need not be tied to quarter terms. This was an alternate plan proposed by Dr. John Babock of the Redwood, California Citizens Committee Report.[4] In this schedule a student's academic year is based on the more traditional two semester system. The vacation time for a student is taken in two six-week blocks instead of the usual three months at one time.

As another alternative, although not illustrated, the same type of plan could be used whereby a student attends two consecutive semesters and then proceeds to have a regular three months vacation. This type of attendance pattern could be applied to Table 3.1 and Table 3.5. The three quarters would merely be reorganization over a quarter plan.

Other Schedules. The foregoing schedules that have been presented have all been based on the premise that the school year should be based on a nine-month program as has always been done. Althcugh this is an assumption it is not necessary to hold to this premise.

It is possible that an entire revision of the entire educational pattern could be revised so that the school year could be patterned in such a way that an entirely new system could be devised.

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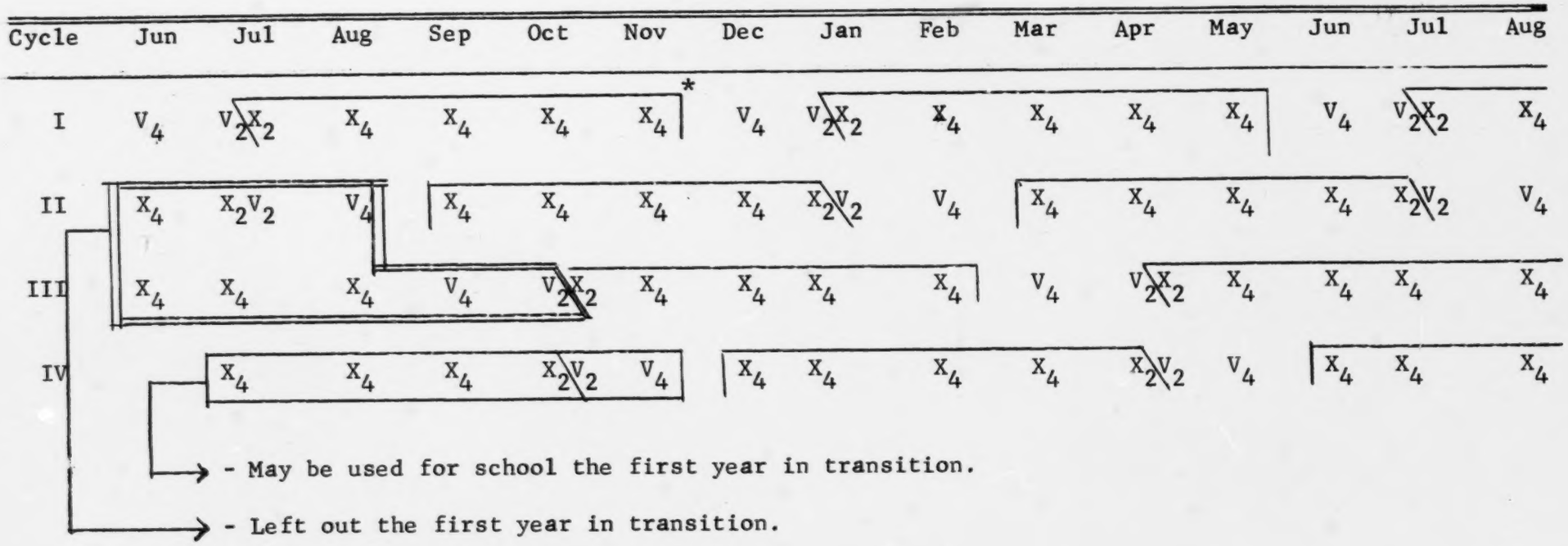
4 Ibid.

TABLE 3.7

A TWO-SEMESTER SCHEDULE



Each cycle: Three months vacation (two of 1½ months each)
Nine months school (two semesters of 4½ months each)

*Bracket denotes a complete semester.

X_2 - In school and number of weeks of that month.

V_4 - On vacation and number of weeks of that month.

Source: Dr. John Babcock. Four Quarter Plans, Citizens Committee Report, Board of Education, Redwood, Calif.

The reader's attention is called to such a plan as proposed by Andrew Adams in the July 1968 issue of the American School Journal.[5] Mr. Adams proposes an eleven year school program in which each year has four quarters. A child attends four successive quarters and then takes a three months vacation. He then goes for four more successive quarters and another vacation. Each vacation period is therefore in a different quarter rotating through the entire calendar year over a period of time. The entire problem of undesirable vacations is solved by this rotation. This program,however, would take a major revision of the curriculum as we now have it since each period of study (twelve months) is longer than we now have it.

It has been the purpose of this section to present various ways in which the school year could be reorganized. All of these reorganizations are based on the premise that the school plant should remain in operation the full calendar year, and that while the buildings are in operation the year round, students would normally be attending only the usual nine months but with vacations staggered throughout the year. This increases the housing capacity

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5 Andrew Adams, "Look Hard at this Year Round School Plan," American School Board Journal, 156:11-15, July 1968.

of present facilities approximately by the number of children who are not attending at any given time.

B. SCHOOL CALENDARS

The schedules presented in the first part of this chapter were all based on the division of the year into twelve months and four equal portions. This meant a student spent three of the portions (nine months) in school and one portion (three months) out of school. A calendar year, however, has 52 weeks and numerous holidays, both legal and for school purposes, making the division of the year into four equal parts somewhat more difficult.

In the latter portion of the chapter the several plans previously outlined will be applied to the calendar year in order to determine the feasibility of the quarter schedule as applied to any chosen calendar year. The calendar years chosen are the school years 1970-71 and 1971-72. A two-year span was chosen to examine the applicability to successive years.

Several guidelines were followed in planning the school calendars. They were:

1. The number of days in session for students was set at 180 (required in Ohio).
2. Allowances were made for legal and school holidays.
3. Teachers' meetings were taken into account.

Normal Quarter Schedule Calendar. The Normal Quarter Calendar of Table 4.1 and Table 4.2 is so called due to the fact that it can be applied to any regular quarter schedule that has three months terms for either in school or vacation time. Specifically, it can be applied to Table 3.1, Table 3.2, Table 3.3, Table 3.4, and Table 3.5.

In making this calendar it was assumed that the most logical break between the fall and winter quarters would be the end of the last week in December. It was also assumed that the week between Christmas and New Year's Day would be vacation, and this was matched by an equal number of days at the end of June. An attempt was also made to end all quarters on weekends rather than the middle of the week. This was done in all cases except between quarters 1 and 2 of the 1971-72 school year. Although the break appears between Tuesday and Wednesday of the last week in September 1971, it would be changed to have the break occur on the weekend. The days lost in the second quarter could be made up by having school in session some days between the following Christmas and New Year.

The data on the pages following the calendar are an explanation of actual attendance and holidays for all cycles in all quarters. It should be noted that attendance for any three quarters would be for at least 180 days for students plus some additional days for teachers' meetings. Ideally, there should be

TABLE 4.1

NORMAL QUARTER SCHEDULE: SCHOOL YEAR 1970-71

Year and Month	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F
1970																									
July			(1)	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
Aug 1.	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
Sept		1	2	3	4	[7]	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
Oct				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	(23)	26	27	28	29	30
Nov 2.	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	[26]	(27)	30				
Dec		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	(24)	[25]	(28)	(29)	(30)	(31)	
1971																									
Jan					[1]	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Feb. 3.	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26					
Mar	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
Apr				1	2	5	6	7	8	(9)	(12)	13	14	15	16	19	20	21	22	23	26	27	28	29	30
May 4.	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	[31]				
June		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	(28)	(29)	(30)		

Legal Holidays = [ ]
School Holidays = ( )

TABLE 4.1 (Continued)

NORMAL QUARTER SCHEDULE: SCHOOL YEAR 1970-71

Quarter 1

July 1	-Wed.	-- Teachers' Meeting	Total Students Days 61
2	-Thurs.	-- First Day School	Teachers' Meeting 1
Sept 7	-Mon.	-- Labor Day	Qtr 1 Total..... 62
25	-Fri.	-- Final Day Qtr 1	

Quarter 2

Sept 28	-Mon.	-- First Day Qtr 2	Total Students Days 60
Oct 23	-Fri.	-- Teachers' Meeting	Teachers' Meeting 1
Nov 26	-Thurs.	-- Thanksgiving Vacation	Qtr 2 Total..... 61
27	-Fri.	-- Thanksgiving Vacation	
Dec 23	-Wed.	-- Final Day Qtr 2	

Quarter 3

Jan 4	-Mon.	-- First Day Qtr 3	Total Students Days 60
Mar 26	-Fri.	-- Final Day Qtr 3	
			Qtr 3 Total..... 60

Quarter 4

Mar 29	-Mon.	-- First Day Qtr 4	Total Students Days 60
Apr 9-12	-	-- Good Friday and Easter Monday	Teachers' Meeting 1
			Qtr 4 Total..... 61
May 31	-Mon.	-- Memorial Day	
June 23	-Wed.	-- Last Day-Students Qtr 4	
June 24	-Thurs.	-- Last Day-Teachers Qtr 4	

Total Students Days	Total Teacher Days (3 terms)
Qtr 1-2-3 = 181	Qtr 1-2-3 = 183
2-3-4 = 180	2-3-4 = 182
3-4-1 = 181	3-4-1 = 183
4-1-2 = 181	4-1-2 = 184

TABLE 4.2

NORMAL QUARTER SCHEDULE: SCHOOL YEAR 1971-72

Year and Month		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F
1971																										
July					(1)	2	[5]	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
Aug	1.	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
Sept				1	2	3	[6]	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
Oct						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	(22)	25	26	27	28	29
Nov	2.	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	[25]	(26)	29	30			
Dec				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	(24)	(27)	(28)	(29)	(30)	(31)
1972																										
Jan		3	4	5	6	(7)	(10)	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
Feb.	3.		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29			
Mar				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
Apr		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May	4.	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	(29)	[30]	31		
June					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	(26)	(27)	(28)	(29)	(30)

Legal Holidays = [ ]

TABLE 4.2 (Continued)

NORMAL QUARTER SCHEDULE: SCHOOL YEAR 1971-72

Quarter 1

July 2	-Fri. -- Teacher's Meeting	Total Students Days 60
6	-Tues.-- First Day School	Teachers" Meeting 1
Sept 6	-Mon. -- Labor Day	Qtr 1 Total..... 61

Quarter 2

Sept 29	-Wed. -- First Day Qtr 2	Total Students Days 60
Oct 22	-Fri. -- Teacher's Meeting	Teachers' Meeting 1
Nov 25	-Thurs.- Thanksgiving Vacation	Qtr 2 Total..... 61
26	-Fri. -- Thanksgiving Vacation	
Dec. 23	-Thurs.- Final Day Qtr 2	

Quarter 3

Jan 3	-Mon. -- First Day Qtr 3	Total Students Days 60
Mar 24	-Fri. -- Final Day Qtr 3	
		Qtr 3 Total..... 60

Quarter 4

Mar 27	-Mon. -- First Day Qtr 4	Total Students Days 60
Apr 7 10	- -- Good Friday and Easter Monday	Teachers' Meeting 1
		Qtr 4 Total..... 61
May 29-30	-Mon. & Tues.-- Memorial Day	
June 21	-Wed. -- Final Day Students Qtr 4	
June 22	-Thurs.--Final Day Teachers Qtr 4	

Total Students Days		Total Teacher Days (3 terms)	
Qtr 1-2-3	= 180	Qtr 1-2-3	= 182
Qtr 2-3-4	= 180	Qtr 2-3-4	= 182
Qtr 3-4-1	= 180	Qtr 3-4-1	= 182
Qtr 4-1-2	= 180	Qtr 4-1-2	= 183

a few days between each quarter for attending to the administrative details by the ending of one term and the beginning of the next. This is possible, although not shown, by using some of the days ordinarily set aside for vacation at the end of December and the end of June. The use of these days would be up to the individual school districts.

The Twelve-Four Plan Calendar. The application of the Twelve-Four plan (Table 3.6) to the calendar year is illustrated by Table 4.3. The same assumed guidelines were adhered to in the determination of this calendar as previously stated; namely, 180 days of attendance for three quarters, usual holidays including extra days at Christmas and the end of June.

This calendar is somewhat more difficult to formulate as it requires a rather exact dovetailing of periods of attendance and vacations for all of the cycles. This is also true of the regular quarter schedule except that it occurred monthly in the Twelve-Four Plan.

The schedule has one fault in administration that would become apparent after about two years of use. The calendar needs careful adjustment to make certain that the total yearly calendar time for any one cycle does not exceed the 365 days of the year. Several years of adding one or two days would shift the calendar and only a major readjustment would bring it back to

TABLE 4.3

TWELVE-FOUR CALENDAR
CYCLE I

1970-71	Dates	No. of Days	Dates	No. of Days
Cycle I				
Qtr 1			Vacation 1	
	July 1 - Sept. 25	61	Sept. 28 - Oct. 23	20
Qtr 2			Vacation 2	
	Oct. 26- Jan. 29	61	Feb. 1 - Feb. 26	20
Qtr 3			Vacation 3	
	Mar. 1 - May 28	63	June 1 - June 25	20
	Total school days.....185		Total Regular Vacation...	60
			Total holidays.....	13
				73

1971-72	Dates	No. of Days	Dates	No. of Days
Cycle I				
Qtr 1			Vacation 1	
	July 6 - Sept. 24	58	Oct. 4 - Oct. 29	20
Qtr 2			Vacation 2	
	Nov. 1 - Feb. 4	62	Feb. 7 - March 3	20
Qtr 3			Vacation 3	
	Mar. 6 - June 2	62	June 5 - June 30	20
	Total school days.....182		Total Regular Vacation...	60
			Total Holidays.....	15
				75

TABLE 4.3 (Continued)

TWELVE-FOUR CALENDAR
CYCLE II

1970-71	Dates	No. of Days	Dates	No. of Days
Cycle II				
Qtr 1			Vacation 1	
	Aug. 3 - Oct. 23	59	Oct. 26 - Nov. 20	20
Qtr 2			Vacation 2	
	Nov. 23 - Feb. 26	61	Mar. 1 - Mar. 26	20
Qtr 3			Vacation 3	
	Mar. 29 - June 25	62	June 28 - July 30	20
	Total school days.....182		Total Regular Vacation..	60
			Total holidays.....	18
				78

1971-72	Dates	No. of Days	Dates	No. of Days
Cycle II				
Qtr 1			Vacation 1	
	Aug. 2 - Oct. 29	63	Nov. 1 - Nov. 26	20
Qtr 2			Vacation 2	
	Nov. 29 - Mar. 3	64	Mar. 6 - Mar. 31	20
Qtr 3			Vacation 3	
	Apr. 3 - June 23	56	July 3 - Aug. 4	25
	Total school days.....183		Total Regular Vacation..	65
			Total holidays.....	10
				75

TABLE 4.3 (Continued)

TWELVE FOUR CALENDAR
CYCLE III

1970-71	Dates	No. of Days	Dates	No. of Days
Cycle III				
Qtr 1			Vacation 1	
	Aug. 31 - Nov. 20	59	Nov. 23 - Jan 1	25
Qtr 2			Vacation 2	
	Jan. 4 - Mar. 26	60	Mar. 29 - Apr. 23	20
Qtr 3			Vacation 3	
	Apr. 26 - July 30	62	Aug. 2 - Aug. 27	20
Total school days.....		181	Total Regular Vacation.....	65
			Total holidays.....	9
				74

1971-72	Dates	No. of Days	Dates	No. of Days
Cycle III				
Qtr 1			Vacation 1	
	Aug. 30 - Nov. 24	61	Nov. 29 - Dec. 31	25
Qtr 2			Vacation 2	
	Jan. 3 - Mar. 31	65	Apr. 3 - May 5	20
Qtr 3			Vacation 3	
	May 8 - Aug. 4	60	Aug. 7 - Sept. 1	20
Total school days.....		186	Total Regular Vacation.....	65
			Total holidays.....	13
				78

TABLE 4.3 (Continued)

TWELVE-FOUR CALENDAR
CYCLE IV

1970-71	Dates	No. of Days	Dates	No. of Days
Cycle IV				
Qtr 1			Vacation 1	
	June 8 - Aug. 28	60	Aug. 31 - Sept. 25	20
Qtr 2			Vacation 2	
	Sept. 28- Dec. 23	61	Jan. 4 - Jan. 29	20
Qtr 3			Vacation 3	
	Feb. 1 - Apr. 23	58	Apr. 26 - May 28	20
	Total school days.....179		Total Regular Vacation..	60
			Total holidays.....	10
				70

1971-72	Dates	No. of Days	Dates	No. of Days
Cycle IV				
Qtr 1			Vacation 1	
	June 1 - Aug. 27	58	Aug. 30 - Sept. 24	20
Qtr 2			Vacation 2	
	Sept. 27- Dec. 23	61	Jan. 3 - Feb. 4	20
Qtr 3			Vacation 3	
	Feb. 7 - May 5	63	May 8 - June 2	20
	Total school days.....182		Total Regular Vacation..	60
			Total Holidays.....	10
				70

Source: Author

its original construction. Consequently, it will be noticed that the number of days in attendance varies from quarter to quarter. However, the total number of days for any three quarters is usually sufficient to meet the requirements of state school attendance regulations.

The Two-Semester Schedule Calendar. The Semester Schedule as presented in Table 4.4 has the same guidelines as the previously presented calendars in Tables 4.1 and 4.2. This calendar is considerably easier to design as the interruptions to the school year occur less frequently than in Table 4.3. By giving each Cycle twenty weeks of school attendance, followed by six weeks of vacation, we will, after two such turns, have a full year of school. The school and legal holidays will bring the actual school attendance down to approximately 180 days for the year. The actual breakdown of figures is shown immediately following the calendar. It will be noted that actual semester figures vary somewhat, but could be adjusted to individual situations.

A Normal Quarter Schedule: Legal Holidays Only. In introducing the quarter system and the concept of the Year-Round school, it might well be possible or even desirable to introduce at the same time other changes in the school calendar. The quarter schedule in itself proposes that the concept of

TABLE 4.4

TWO-SEMESTER CALENDAR
CYCLE I

1970-71	Dates	No. of Days	Holi-Days	Dates
Cycle I				
1st Semester				1st Vacation
	July 20 - Nov. 27	91	4	Nov. 30 - Jan. 15
2nd Semester				2nd Vacation
	Jan. 18 - May 28	93	2	May 31 - July 9
	Total Days.....	184	6	

1971-72	Dates	No. of Days	Holi-Days	Dates
Cycle I				
1st Semester				1st Vacation
	July 12 - Nov. 26	96	4	Nov. 29 - Jan. 21
2nd Semester				2nd Vacation
	Jan. 24 - June 2	91	4	June 5 - July 21
	Total Days.....	187	8	

TABLE 4.4 (Continued)

TWO-SEMESTER CALENDAR
CYCLE II

1970-71	Dates	No. of Days	Holi-days	Dates
Cycle II				
1st Semester				1st Vacation
	Aug. 31 - Jan. 15	89	11	Jan. 18 - Feb. 26
2nd Semester				2nd Vacation
	Mar. 1 - July 9	92	8	July 12 - Sept. 3
	Total Days.....	181	19	

1971-72	Dates	No. of Days	Holi-Days	Dates
Cycle II				
1st Semester				1st Vacation
	Sept. 6 - Jan. 21	90	10	Jan. 24 - Mar. 3
2nd Semester				2nd Vacation
	Mar. 6 - July 21	90	10	July 24 - Sept. 1
	Total Days.....	180	20	

TABLE 4.4 (CONTINUED)

TWO-SEMESTER CALENDAR
CYCLE III

1970-71	Dates	No. of Days	Holi-days	Dates
Cycle III				
1st Semester				1st Vacation
	Oct. 12 - Feb. 26	90	10	Mar. 1 - Apr. 16
2nd Semester				2nd Vacation
	Apr. 19 - Sept. 3	94	6	Sept. 6- Oct. 15
	Total Days.....	184	16	

1971-72	Dates	No. of Days	Holi-days	Dates
Cycle III				
1st Semester				1st Vacation
	Oct. 18 - Mar. 3	91	9	Mar. 6 - Apr. 14
2nd Semester				2nd Vacation
	Apr. 17 - Sept. 1	92	8	Sept. 4- Oct. 13
	Total Days.....	183	17	

TABLE 4.4 (CONTINUED)

TWO-SEMESTER CALENDAR
CYCLE IV

1970-71	Dates	No. of Days	Holi-Days	Dates
Cycle IV				
	1st Semester			1st Vacation
	June 1 - Oct. 9	88	7	Oct. 12 - Nov. 27
	2nd Semester			2nd Vacation
	Nov. 30 - Apr. 16	92	8	Apr. 19 - May 28
	Total Days.....	180	15	

1971-72	Dates	No. of Days	Holi-Days	Dates
Cycle IV				
	1st Semester			1st Vacation
	May 31 - Oct. 15	92	8	Oct. 18 - Nov. 26
	2nd Semester			2nd Vacation
	Nov. 29 - Apr. 14	92	8	Apr. 17 - June 2
	Total Days.....	184	16	

vacations during the summer months is an archaic idea conceived in an agrarian society and never discarded when society changed to an industrial unit.

It might also be well to bring in at this time the idea that other school holidays that have become an accepted fact (Christmas and spring vacation) be discarded as such, and be put together at one time of the year for the purpose of closing the school plant as an educational unit and thereby giving some time for maintenance, repair, administrative chores, and teacher orientation.

Table 4.5 outlines a two year school calendar for a quarter schedule that uses only those holidays usually designated as legal holidays and adhered to by school systems (New Year's Day, Memorial Day, July 4, Labor Day, Thanksgiving, and Christmas). There is no reason to believe that education cannot be carried on during the week between Christmas and New Year's Day. Even though Table 4.5 shows a school holiday the day after Thanksgiving, this could also be used as a school day if necessary. When Memorial Day falls on a Tuesday or Thursday, this is not usually taken as grounds for a longer holiday period. It might be well to attend school the day after Thanksgiving of each year and take one school holiday instead, before the following Christmas.

The concept of using only legal holidays as school holidays could very well come to reality in the future in any type of

TABLE 4.5

NORMAL QUARTER SCHEDULE: LEGAL HOLIDAYS ONLY
TWO YEAR CALENDAR - 1970-1972

1970-71 Quarter	Dates	No. of Days	No. of Legal Holidays*
1	July 13 - Oct. 2	59	1
2	Oct. 5 - Dec. 31	62	2
3	Jan. 4 - Mar. 26	60	1
4	Mar. 29 - June 18	59	1
	Shutdown for three (3) weeks - June 21 - July 9		

1971-72 Quarter	Dates	No. of Days	No. of Legal Holidays*
1	July 12 - Oct. 5	60	1
2	Oct. 6 - Dec. 31	61	1
3	Jan. 3 - Mar. 24	60	0
4	Mar. 27 - June 16	59	1
	Shutdown for three (3) weeks - June 19 - July 7		

Total Days: 1970-71-72

Quarters 1-2-3 = 181
2-3-4 = 181
3-4-1 = 179
4-1-2 = 180
1-2-3 = 181
2-3-4 = 180

* July 4, Labor Day, Thanksgiving Day, Christmas, New Year's Day, Memorial Day.

Source: Author

schedule if the current thinking of some legislatures becomes fact. The idea of having national holidays as a part of a three-day weekend would certainly need to be taken into account, by schools, especially the use of certain holidays not now commonly used by schools except to round out the school year to 180 days.

The three-week closing of school during the latter part of June and the first week of July is a decision to be made by individual schools. It could follow any quarter. Here it was done to encompass the Fourth of July as well as the middle of the summer.

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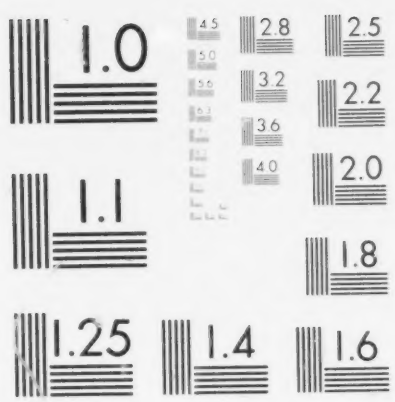

CHAPTER IV

TRANSITIONS

One of the numerous hurdles in the path of the Year-Round School is the one of successful transition. To be able to shift easily from the conventional to the new will call for very careful administrative planning. This one point could very well be the main reason for not considering further the possibilities of the Year-Round School.

In its simplest form, transition could take place by bringing the regular school year to a halt at its usual time, have all students assigned to particular cycles and go back to school when their cycle begins the first quarter. For some schedules this works well, but for others it would mean a nine month delay in their educational program which is equivalent to a year's loss in school.

In this chapter will be discussed the various quarter schedules and transition possibilities. Each has its difficulties, which, although not completely able to be solved, are not insurmountable.

Transition to the Normal Quarter Schedule. The schedule of Table 3.1 which is the simplest of the quarter schedules is the most difficult to begin when going from the conventional two-semester system. Those children entering school for the first

TABLE 5.1

TRANSITION SCHEDULE NORMAL
QUARTER CALENDAR

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
First Year	1	X	X	V	X
	2	X	X	V	X
	3	X	V	X	X
	4	V	X	X	X
Second Year	1	X	V	X	X
	2	X	X	V	X
	3	X	X	X	V
	4	V	X	X	X
Third Year	1	X	V	X	X
	2	X	X	V	X
	3	X	X	X	V
	4	V	X	X	X

Everyone is on schedule by the end of the first year. The real problem is the delay in starting the third cycle, and the necessity of cycle four to go six quarters without a vacation quarter. It is possible to have a short summer school shutdown.

time would merely begin during the quarter of their eligible birthday or into the quarter nearest if all children of one family are to be in the same cycle.

Those children already in school would be able to fall into the proper quarter only by having a year of transition that would call for some major adjustment on the part of some. The problem centers mainly around those who would be assigned to Cycle III and Cycle IV. If they were to wait until their cycle begins, those in Cycle III would need to wait until January to begin (a delay of six months), and those in Cycle IV would need to wait until April (a delay of nine months.)

A partial solution to the problem could be accomplished by having those assigned to Cycle IV attend school during the time they would be waiting for their cycle to begin. (see Table 5.1). This means, however, continuous schooling for a prolonged period of time and actually a year's acceleration in their educational growth. At the time Cycle II would need to take a vacation during the first year out of sequence.

This problem is almost insurmountable if one holds to the concept of a sequential three-quarter year. A possible solution to this problem will be presented in a later chapter on curriculum.

Transition to the Quarter Schedule with Rotating Vacations. The transition to the schedules presented in Table 3.2, Table 3.3,

and Table 3.4, present no difficulties that cannot be adjusted to very easily. Since the premise on which these schedules are based is that the three quarters of an academic year need not be taken in sequence before the vacation is taken. The long periods of time between regular vacations could be alleviated somewhat by having an interim vacation of three weeks as suggested in Table 4.4. Ease of transition is a strong feature of these schedules.

Transition to the Flexible Quarter Schedule. The movement of students from a traditional two-semester system to the Flexible Quarter Schedule involves a period of transition. It should be noted that the schedule as presented on Table 3.5 has Cycle I as beginning with the fourth quarter. A period of adjustment in order to affect this transition without a lengthy period is needed.

The transition as pictured on Table 5.2 is a solution to the problem as presented by W. Scott Baumann. This is not in his monograph on quarter schedules.[1] In this schedule the main difficulty is in Cycle II which ends the traditional school year and goes immediately into the new schedule for additional six quarters. Although this schedule is based on six consecutive quarters of schooling, the additional previous year does raise some question

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1 W. Scott Baumann, Flexible Quarter Schedules, (Toledo, Ohio: University of Toledo, Ohio, School of Business Administration, 1966)

TABLE 5.2

TRANSITION SCHEDULE FLEXIBLE
QUARTER SCHEDULE

	Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
First Year	1	X	X	V	V
	2	X	X	X	X
	3	X	X	X	X
	4	V	X	X	X
Second Year	1	X	X	V	V
	2	X	X	V	X
	3	X	V	X	X
	4	X	V	X	X
Third Year	1	X	X	X	V
	2	X	X	X	V
	3	V	X	X	X
	4	V	X	X	X
	1	X	X	V	X

(Etc.)

All students would be on schedule by the middle of the second year.

Needs some adjustment during the first year.

Source: W. Scott Bauman, University of Oregon, Eugene, Oregon.

as to whether a student could effectively apply himself for that long a period.

Transition to the Twelve-Four Plan. Because of the short term vacations which are interspersed between quarters of each cycle, the change to this schedule is relatively easy. The simplest way to proceed would be for each cycle to begin when the first quarter is scheduled for that particular cycle. Cycle I would begin and the school would be at one-third capacity. After that, Cycle II would enter and the school would be at two-thirds capacity. After two months of vacation, Cycle III would enter and the school district would be at capacity. Cycle I, since its first quarter begins in July, would have some weeks of vacation which would be desirable.

Cycle IV has an alternative which needs to be considered. If this cycle awaited its regular turn to enter school again, it would have a vacation from the regular closing of school until approximately the beginning of October. This is about one month longer than the usual summer vacation. If the school wished to avoid this longer vacation, and also avoid beginning at one-third capacity, Cycle IV could be begun with Cycle I. The one adjustment needed would be the elimination of the vacation between the first and second quarters. It would also mean that at the time Cycle IV skipped its vacation all of the students of the district would be in attendance at one time. If over-crowded facilities were one reason

for going to the Year Round School, this solution for transition might not be possible.

Transition to the Two-Semester Schedule. The adjustment to this schedule would work much the same way as for the previous one. Each cycle begins with its scheduled first quarter. Cycle IV has the option of beginning with Cycle I and skipping its between quarter vacation in October and November, or waiting until the beginning of December to begin. This is a decision needed to be made by the individual districts.

The previous suggestions on possible transitions are not necessarily to be regarded as the only way to accomplish the change to the quarter system. With some ingenuity other solutions may be found. Perhaps the best reason for presenting transition possibilities is to point up some of the difficulties that would be encountered. Awareness of the problem would make it easier to adjust to difficult situations which might occur.

CHAPTER V

THE TEACHER AND THE YEAR-ROUND SCHOOL

When one considers the many facets of the Year-Round School which are different from what has been traditional it is easy to overlook the change in the role of the teacher. The teacher's role and the perception of this role by teachers, administrators, board of education members, and the public will be different. Any school district that is investigating some type of Year-Round School should give high priority to these considerations. In this chapter will be discussed the changes that might take place or areas that would need to be discussed by teachers, administrators, and the public in order to arrive at new policies or rules and regulations.

A. TEACHER EMPLOYMENT RELATIONSHIPS

Under this general heading will be discussed some of the areas of teacher employment that relate to the school district and society; that is, length of contract, vacations, assignments, rate of pay, and the ability to work a full calendar year. Although these will be discussed as somewhat separate items, they are intermingled and somewhat interdependent.

Contracts. It is conceivable that a change to the Year-Round School program could mean teaching for the full calendar

year--this is not necessarily a predetermined fact. A teacher could have a contract of almost any length. The contract could be determined by the personal desires of each individual teacher. A teacher might very well not wish to teach more than nine months and therefore could elect to sign a conventional nine-month contract. The actual teaching time could follow any one of the cycles according to the type of schedule the district might be following. (See Chapter III) This could very well be the choice of the teacher who is not the sole bread-winner in a family.

On the other hand, in a situation where the teacher is the sole support of the family, it might be very desirable to work all year in the type of position for which one was trained rather than sub-employment of a nature for which he was not specifically educated, to help fill family income needs during months in which he is not employed. Where circumstances and needs are felt, it would be possible to have contracts for three to six months. By the same token, contracts could be written or joined to cover a longer period of time in order to compensate for some future need. A teacher desiring additional education might teach for a longer period and then take an extended vacation from teaching in order to allow a longer period of attendance at a university.

Although somewhat more difficult than present methods, administratively this problem can be worked out. It must,

however, be discussed among administrators and staff in order that orderly procedures can be developed.

Vacations and Salary. It is in the area of vacations and salary that perhaps the biggest adjustment might have to be made by all concerned--educators and the public. It could very well be that a change from traditional nine months employment to full employment could be the most revolutionary concept to effect the status of teachers that has yet occurred.

The public has long looked upon teachers as those who yearly receive vacations at Christmas, Spring, and all summer and with pay. No doubt much of this is rationalizing and a defense against a reluctance to pay taxes for education--yet the concept persists. Teachers on the other hand have accepted as a part of their employment relationship the pay for their 180 to 185 days of employment to be divided over the twelve-month calendar year, thus giving credence to the vacation with pay myth.

The teaching profession in general is virtually the only sector of the economy that has not yet developed contracts with paid vacations. The philosophy of vacation with pay is a part of the working year. Any discussion of teacher yearly employment in relation to the Year-Round School will need to consider paid vacations. A system of vacation schedules based upon length of employment in the district, and length of contract for the

year could be developed by the board of education and the staff for use within the district.

The teaching staff employed for a longer period of the year could certainly find it to its advantage salarywise. Too long have teachers accepted summer and off-hour employment at a lesser rate of pay. Even those teachers employed by school districts during the summer for summer school have accepted less than their usual salary on the basis that "this is extra". Full employment responsibilities will give rise to full employment benefits. Then those who desire lesser months of employment know that they could be full time teachers. School districts offering full employment to the staff might well expect their teachers not to accept outside employment unless it correlates with or is compatible with their teaching field.

Teacher Assignments. From an administrator's point of view, it might be just as difficult to schedule teachers within the structure of the Year Round School as it would students. This perhaps would depend upon the approach taken by both teachers and administrators. If one can divest himself of the rather rigid framework of the past and consider the possibilities of the future, whole avenues of new ideas are opened for consideration.

Taking the strictest approach to teacher assignments first, one could consider the schedule presented in Table 3.1. Here teachers would be assigned to a cycle the same as students and would teach three quarters and have one quarter vacation. Tables 3.2, 3.3, and 3.4 could be worked somewhat the same way. In all of these, if followed in this manner, teachers would be working the same as they are at the present, with only the times of their vacations being different. Even with this approach some elementary teachers might find it disconcerting to come back after a vacation quarter and not be able to use the same classroom that belongs to them.

At this point, perhaps there would need to be discussed by the board, the administration, and the staff, what will be full employment for a teacher. There are several possible considerations; it it nine months teaching as we have now--will it mean teaching eleven months with one month paid vacation, or are there other possibilities?

For example, a school district is following the schedule of Table 3.1 and allows teachers eleven months teaching and one month paid vacation. A second grade teacher will have taught her grade through three quarters and then begun a new group by the tenth month of the year. Two thirds of the way through the quarter the teacher is due for one month vacation.

Who is available to take the class for the remainder of the quarter? If a qualified person steps in, does this person continue for the remainder of students' academic year? If so, what happens to the teacher on vacation upon return?

The key to unlocking the solutions to these problems is flexibility. A fully employed teacher might have a class for a full academic year (nine months), substitute for a faculty member on vacation for one, month, and work on a curriculum study or similar project for a month, and have a month vacation. At the secondary level this would mean more flexibility by teachers to teach in other areas or the ability to teach in all areas of their field (for example, all levels of mathematics). In the elementary, it would require the ability to teach other grade levels.

The greatest flexibility of staff would be required to implement a schedule such as is illustrated by Table 3.6. Since, in this schedule students are on vacation between quarters and teachers conceivably would not be, it would demand that teachers would be changing some students of the daily schedule every month unless the teacher would be instructing only students of one cycle.

Table 6.1 shows a teacher's schedule for six months under the schedule of Table 3.6. During July, August, and September, she has all students of Cycle 1. In October, Cycle I is gone and she then picks up three months of Cycle IV which has just begun.

Another example of a teacher's schedule is illustrated in Table 6.2. This presupposes that the school is on a regular quarter schedule. (Table 3.1) This science teacher is teaching students of all cycles. At the end of the term he keeps those classes that have not completed three quarters of the subject (Periods 1, 2, and 3) and continues their sequence of instruction. The period 5 Biology which has completed the third quarter (one academic year) is dropped and a new group substituted.

These illustrations are given to present some idea of the variety of solutions to be found and the flexibility that can be utilized in teacher scheduling.

Full Employment: Its Effects on Teacher Efficiency. The expression is often heard among educators, "I don't think I can teach the full year". Perhaps the obvious answer would be, "We won't know until we have tried".

Teaching is somewhat unique in that it is one of the few vocations operating on a nine months work and three months vacation schedule. Other types of work are equally or more

TABLE 6.1

TEACHER'S SCHEDULE FOR SIX MONTHS
UNDER SCHEDULE OF TABLE 3.6

Cycle I - July, Aug., Sept.		Cycle IV - Oct., Nov., Dec.	
Teacher:	Jones		
Per 1	Spanish I	Per 1	English II
2	English II	2	Spanish I
3	Spanish I	3	English IV
4		4	
5	English II	5	Spanish II
6	Spanish II	6	English II

TABLE 6.2

TEACHER'S SCHEDULE FOR SIX MONTHS
UNDER SCHEDULE OF TABLE 3.1

First Term - July, Aug., Sept.		Second Term - Oct., Nov., Dec.	
Teacher:	Jones		
Subject:	Science		
Per 1	Biology (1st Qtr Cycle IV)	Per 1	Biology (2nd Qtr Cycle IV)
2	Biology (2nd Qtr Cycle III	2	Biology (2nd Qtr Cycle III)
3	Gen. Science (1st Qtr Cycle IV)	3	Gen. Science (2nd Qtr - Cycle IV)
4	Study Lunch	4	Study Lunch
5	Biology (3rd Qtr Cycle II)	5	Biology (1st Qtr Cycle I)
6	Planning	6	Planning

demanding than teaching and are operating efficiently on a year-round basis. The type of teaching assignment as outlined previously in this chapter could give enough variety in the teacher load to make full year employment efficient. There are many examples of teachers who presently, after teaching a regular academic year, go right into a summer school term, without any noticeable ill affects.

This is an area in which research should be conducted in any school district that implements the Year-Round School.

B. POST-GRADUATE EDUCATION

One area of concern to educators in Year-Round School consideration is the relationship between full employment and the post-graduate work done by most teachers.

There are several solutions to this problem and these solutions are dependent upon the type of schedule on which the district might be operating. Also a factor, is the type of schedule being used by the college or university where the work will be done.

The coordination of a public school on the quarter system with that of universities on the same schedule would actually make it much easier for teachers to continue their education. In this respect, teachers would no longer be dependent upon summer course offerings of a university but could take advantage of

courses of any quarter. Planning ahead could free the teacher during the fall, winter, or spring quarter to attend the university full time. Boards of education could encourage such training by allowing full or partial pay during these periods up to the time the degree is obtained.

Attendance of teachers at colleges or universities not operating on a quarter system is a matter of adjustment of the teaching schedule. A teacher desiring to attend a university during a summer term would merely adjust the teaching time so that the time off school would coincide with the university term. As in all other phases of the Year-Round School, adequate planning is the key.

CHAPTER VI

BUILDING CAPACITIES AND STAFF

The proponents of the Year-Round School use as one of their main arguments the increased utilization of building facilities. That is to say, that since only three-fourths of the total student body is in school at one time, the class room space normally used by these students would be available for future expansion.

While this is a valid argument, it cannot be counted as correct on a strict percentage basis. In Table 7.1 a number of elementary schools have been diagrammed to show the relationship of the number of classes currently being used and what would happen if the schools were to be shifted to a quarter schedule. The total rooms available are those presently being used in that building. The classes were arbitrarily assigned to cycles so as to give an even distribution. The total rooms needed is the sum of the greatest three of the four totals for the cycles since one cycle would always be out of school.

Table 7.2 gives a summary of needs and available rooms for all the elementary schools. The estimate for the 1970-71 school year was based on the enrollment projected by the district and on a classroom size equal to what is presently used.

TABLE 7.1

ELEMENTARY BUILDING CAPACITIES:
QUARTER SCHEDULE

Grade	Enrollment	Number of Classes
Maddux Elementary School 860 Students Est. (1967-68)		
K	145	4 (each ½ day)
1	155	5
2	101	3
3	104	4
4	118	4
5	112	4
6	124	4

Classes by Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
K	+	+		
1	+	+	+	++
2	+	+	+	
3	+	+	+	+
4	+	+	+	+
5	+	+	+	+
6	+	+	+	+
Total	7	7	6	6

Total Rooms Available	26
Total Rooms Needed	20
Available	6

TABLE 7.1 (Continued)

ELEMENTARY BUILDING CAPACITIES:
QUARTER SCHEDULE

Grade	Enrollment	Number of Classes
Anderson Elementary 852 Students Est. (1968)		
K	140	4 (each ½ day)
1	145	5
2	95	3
3	97	3
4	95	3
5	114	4
6	106	3
Sp	30	2
Ld	30	3

Classes By Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
K	+	+		
1	+	+	++	+
2	+	+		+
3		+	+	+
4	+		+	+
5	+	+	+	+
6	+	+	+	
Sp			+	+
Ld	+	+	—	+
Total	7	7	7	7

Total Rooms Available	20
Total Rooms Needed	21
Short	1

TABLE 7.1 (Continued)

ELEMENTARY BUILDING CAPACITIES:
QUARTER SCHEDULE

Grade	Enrollment	Number of Classes
Newtown Elementary 780 Students Est.		
K	95	3 (each $\frac{1}{2}$ day)
1	105	4
2	100	3
3	101	3
4	97	3
5	105	3
6	93	3
Sp	52	4
Ld	32	4

Classes by Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
K	+	$\frac{1}{2}$		
1	+	+	+	+
2	+		+	+
3		+	+	+
4	+	+	+	
5		+	+	+
6	+	+		+
Sp	+	+	+	+
Ld	+	+	+	+
Total	7	7.5	7	7

Total Rooms Available	23
Total Rooms Needed	21.5
Available	1.5

TABLE 7.1 (Continued)

ELEMENTARY BUILDING CAPACITIES:
QUARTER SCHEDULE

Grade	Enrollment	Number of Classes
Summit Elementary 735 Students Est.		
K	140	4 (each ½ day)
1	150	5
2	97	3
3	90	3
4	80	3
5	94	3
6	84	3

Classes by Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
K	+	+		
1	+	+	++	+
2	+	+		+
3		+	+	+
4	+		+	+
5	+	+	+	
6		+	+	+
Total	5	6	6	5
Total Rooms Available	24			
Total Rooms Needed	17			
Available	7			

TABLE 7.1 (Continued)

ELEMENTARY BUILDING CAPACITIES:
QUARTER SCHEDULE

Grade	Enrollment	Number of Classes
Wilson Elementary 763 Students Est.		
K	130	4 (each ½ day)
1	140	5
2	109	4
3	97	3
4	97	3
5	103	3
6	87	3

Classes by Quarter	Cycle I	Cycle II	Cycle III	Cycle IV
K	+	+		
1	+	+	++	+
2	+	+	+	+
3		+	+	+
4	+	+	+	
5	+	+		+
6	+		+	+
Total	6	6	6	5

Total Rooms Available	23
Total Rooms Needed	18
Available	5

TABLE 7.2

PROJECTION OF ELEMENTARY ROOM NEEDS

1967-68 Enrollment (Est.)	
Total Elementary	3990
Total Rooms Available.....	116
Total Needed for any Three Quarters.....	97.5
Rooms Available for Future Use.....	18.5

1970-71 Enrollment (Est.)		
Total Elementary		4325
Additional 1-6	270	
Additional K	65	
Additional Rooms Needed for Above.....		10
Total Rooms Available.....		116
Total Rooms Needed.	97.5	
	10	107.5
Rooms Still Available.....		8.5

These figures, however, cannot be taken at face value. In order to accurately determine rooms which are available, one must consider the use of each room within the building; its present use and its alternative uses as determined by room equipment. For example, a first grade room that is available must be evaluated for other uses in relation to the furniture and equipment within it. Thus, it might be used for first or second grades, but not for fourth grade. A room used for special education has limited other uses. As a possible answer to this problem, a school district might consider using a building for all the first and second grade students formerly housed in two buildings giving more rooms available to these grades.

At the secondary level, the same consideration needs to be given. Furniture and equipment of rooms in many of the specialized subject areas make them undesirable for the teaching of other subjects (industrial arts, science, physical education, and language laboratory, for examples). A room to room survey would need to be conducted to see which can be interchanged. Thus the actual availability of increased space would be somewhat curtailed. There can be little question that the Year-Round School Program can house more students than the present system. How much more will depend upon the results of individual school evaluation.

The question of teachers in regards to the number needed and total money spent for salaries presents a somewhat different picture.

Theoretically, since one-fourth of the students are not in school at any one time, it would diminish the number of teachers required by the same figure. While this reduction in staff would be an advantage in a time of teacher shortage, the amount of money spent on instruction per year would be the same since the staff would need to teach all year to accommodate all of the students. For example, in a school district today on a nine-months basis, a staff of 100 teachers with an average salary of $6,000 would need $600,000 to cover this instructional cost. A school on the Year-Round Plan would only need 75 of these teachers since one-fourth of the students are not in school. For each quarter year salary costs would total $150,000 (75 teachers x $2,000 for three months). For the full year the total amounts to $600,000.

There are, however, other factors involved, any or all of which would tend to increase these figures. As in the survey of rooms available, a study needs to be made concerning qualifications of teachers in other areas. There may not be available to a teacher on full employment, classes in the major area of teaching. Classes might also tend to be somewhat smaller at the secondary level. The philosophy of

the school district concerning what is full employment (ten months or eleven months), paid vacations, and inservice training and curriculum studies will all be reflected in the total instructional salary package. In all probability the instructional cost per pupil will be higher under the Year-Round School.

CHAPTER VII

CURRICULUM AND SCHEDULING

A school district that has considered all the facets of the Year-Round School thus far presented, and after study and research has decided upon appropriate courses of action, needs yet to focus its attention on another area. Curriculum and scheduling under an all-year school plan will be different. Both will be more complex. These complexitites have tended to make administrators think adversely about any change from the present. Yet in today's society the answers to problems that a short time ago were too complicated for comprehension, are comparatively simple with modern electronic data processing equipment.

The educators and the community must first decide upon a philosophy of education for the children of the district. Then is decided a method to meet this philosophy. If in the attempt to meet the philosophy problems are confronted which are difficult, a concerted effort must be made for finding solutions and not discard the philosophy because it presents problems.

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1 Alvin N. Zachrick, Nation's Schools, 80:69, November, 1967.

2 Andrew S. Adams, Nation's Schools, 80:70, November, 1967.

A. CURRICULUM

The self-contained classroom structure of the elementary school offers no major difficulty. However, courses of study would need to be revised dividing the work of the academic year into three parts in order to set guidelines for staff members to follow. These should be made flexible enough for use with various groupings of students or in a nongraded situation if that is the school policy. Guidelines are also necessary to the teachers who might be taking over a class after the first or second quarter of the class's academic year.

In the secondary school program much more thought and study needs to be given to the curriculum. The great majority of courses offered in the upper grades today follow each other in a very inflexible sequence. This sequential pattern of study gives a rigidity to a student's academic plan that would make for difficulties in schedule making. Especially does this occur in the upper high school. Will there be enough students in each cycle to enroll in three consecutive quarters of such subjects as French II or Physics or Latin III? In very large schools this might be, but in middle sized and smaller schools, possibly not.

It is obvious that certain areas of study must be and possibly always will be sequential; foreign languages for example, especially in the beginning and intermediate stages. Yet some

areas that are sequential today on a yearly basis could easily be non-sequential. A tenth grade English course divided into three quarters could be taken in any order.

The administration and staff as well as some representatives from the community will need to examine the structure of the curriculum. It will need to be examined in the light of the school philosophy and tailored to fit both the philosophy and the schedule by which it will be taught. This will be a major undertaking, requiring much time and study.*

B. SCHEDULING

The use of the electronic data processing equipment in schedule making has made it possible to attempt more a complex schedule than was thought possible a decade ago. To

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* (Note: As an example of this type of curriculum revision, the reader is referred to the Fulton County Board of Education, Mr. Reed Gillis, Administrative Assistant to the Superintendent, Atlanta, Georgia. This is an outline of all courses offered in grades 8-12 of which 70% are non-sequential. This revision was made in preparation for the Year-Round School to begin in that area in September, 1968. A copy of this study is with the Southwestern Ohio Educational Research Council, Inc., Middletown, Ohio.)

attempt to schedule a school with the type of curriculum mentioned above and in a quarter calendar would be too time consuming to be practical. With the computer this can be accomplished. Since the use of electronic data processing is an accepted fact, the possibilities of its use in this area are virtually endless.

The efficiency of the administration in carrying out the registration process would probably determine the amount of time needed for schedule making.

Registration for students would in all probability still be a once-a-year process, possibly carried out during a time when all students could be processed during a week or two (the end of one term plus the beginning of another). The master schedule could be run for each change in the school population according to the plan used (see Chapter III). In reality, instead of one schedule for the year, one might have four, eight, or more schedules. Individual changes during the year due to unforeseen circumstances could be done by hand.

CHAPTER VIII

SUMMARY

The study has spent a considerable amount of time in the discussion of various aspects of the Year-Round School. The school administrator, teacher, board member, or lay citizen might now ask, "Where do we go from here?" The question is not however, "Where?", but "Why?" A school district undertaking discussions on the Year-Round School must first know why it is doing so and the question needs a sound answer. The Year-Round School is no crutch to be used to help a district solve troublesome building problems; it is no panacea for the ills besetting education (although it might help cure some), and it is not a way to save money (on the contrary it might cost more). However, it might be an answer to the fulfillment of needs that have not been met satisfactorily in the past.

Therefore, the beginning of a study by a school district should focus upon the educational needs as determined by the philosophy of the community. The philosophy should be determined in the light of the demands of society today and of the years to come. The citizen of the school community must set down what it desires of the school for its children, and what it believes in for the teachers.

Then it becomes a matter of looking at the philosophy of the school and, by assessing the present program, determine in what area deficiencies are to be found. Once these deficiencies have been determined, the community can attack the problem and plan for its solution.

There are answers to some of the problems besetting schools today that could be solved by Year-Round Schools and there are additional and educational opportunities available not now possible. These were touched upon in Chapter II. Yet simply going to such a program without first determining the community concept of its educational goals would cause the project to be doomed from the start.

The key to any solution involving the Year-Round School is long range planning. <u>This planning must include total involvement by all concerned</u>. Many misconceptions have risen in the past about Year-Round Schools because of the lack of adequate information. Being involved will mean being informed. Only in this manner can such a project hope to achieve success. It is hoped that this study will in some measure help a school district arrive at these goals.

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